

February 23, 1972

The following report reinforces the information in the I.A.C.P. booklet which was printed for distribution in the Newark Public Schools and the B.I.C.C. emphasis is placed on the correlation of the textbook material used in the I.A.C.P. at Webster Junior High School and the language arts curriculum for seventh and eighth grade boys.

As the Reading and English teacher involved with the World of Construction program (Part of the I.A.C.P. Curriculum) at Webster Junior High, I based the value of the program on seven (7) basic, related criteria; these are (1) behavior in class (2) class absenteeism--cutting (3) reading improvement (4) overall general attendance (5) attitudes toward learning (6) student-teacher rapport (7) preparation for class. These I judged both independently and in conjunction with one another.

To attempt such a judgement without the benefit of a control group would be fruitless, therefore, two separate and matched classes were established to illustrate this value of the program, either pro or con. Listed below are the criteria and the results which I have arrived at.

1. Behavior - As the I.A.C.P. project began there were many doubts as to its applicability in an urban situation such as Newark. It is a known fact that if the student cannot either identify the usefulness of a course or relate to it, then that student will lose interest in the subject and become a discipline problem. With this in mind, it was decided that for no other purpose than self-illumination, a record would be kept of those students in either class that became discipline problems.

To make it equitable for all students the rules to define a discipline problem were established. Any child which had to be escorted from the room either for disturbing the class or for any other reason except upon request, that child would be considered a discipline problem.

The group using the W.O.C. text behaved in the classroom setting significantly better in all areas than did the control group. For example, in the group using the W.O.C. text there were a grand total of 2 disciplinary problems for the entire academic year, as compared with a total disciplinary problem of 7 for the same length of time in the control group.

If the cooperation and attention span of the students is to be considered as a significant factor in the evaluation, then there must, realistically, be either some substantial data or some other form of verification. Since there is no "cut and dried" measure of cooperation or attention, I offer instead an example of the typical day in class for each group.

The W.O.C. group came into class at the beginning of the period and went directly to their seats. Once attendance was taken, they were given the chapter number to read. After this, their only direction, the first boy in each row in his particular row. These books included the W.O.C. text and a dictionary. Once the boys received these they began working. This meant that they began reading the chapter, writing down the important parts of each chapter, and also writing down any words and their definitions which they may not have known.

The control group reacted in an entirely opposite manner. When they came into the room, they were loud and unruly. The only way they would do as they were told was if the teacher out-shouted them. When the bell for class to begin was rung, there was still the task of getting them seated and attendance taken before actual instruction began. This took at least an additional five minutes of class time. Once these necessary tasks were accomplished. The students had to be instructed to get their books, go to the succeeding chapter and begin reading. If they did this, then someone else had to be appointed to pass out the dictionaries. When this task was accomplished and paper and pencils handed to those that didn't have them (even though they were required in class), students still persisted in asking "What does this word mean?", or "How do you say this word?", or finally "What page do we turn to?"

All through the usual question and answer period the class still remained loud and unruly with a general undercurrent of useless noise. This class would definitely have no interest in reading whatsoever.

In short, the group using the project textbook had a great deal more incentive and interest in the classwork than did the class not involved with the class project.

As a personal judgement this phenomena may be attributed to the fact that the student can see a definite tangible relationship, not only between the reading class and the shop class, but between the academic world and the world in which he is to survive. Moreover, the student may also see this relationship as a potential route from which he may escape his present environment.

Whatever the reasons or relationship there may or may not be, the fact remains that something is inwardly compelling these students to take a deeper interest in the subject.

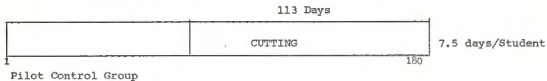
2. Class Absenteeism - (Cutting) - Since the initial summary was submitted some months ago, some careful reflection and research was given in regard to the project. In the initial report it was said "The control group had a very significant 50% "cut" percentage over the group using the W.O.C. text. Over a 60 day period the control group had a total of 24 illegitimate absences from class, whereas the group using the text had 16 absences over the same period of time". This is all true, but after further inspection of the record book it was found that this percentage increased drastically by the end of the academic year. The group using the W.O.C. had a total of 51 days of illegitimate absences from class, while our control group had a grand total of 113 days, and this does not include the time during the teacher's strike when classes were not conducted.

ILLEGITIMATE ABSENCES (CUTTING)

Group Comparison to a

180 Day School Year

WEBSTER JR. HIGH SCHOOL 7th GRADE  
1970-1971



Pilot Control Group



I.A.C.P. Group

3. Reading Improvement - The following tables and charts best illustrate the reading improvement based on the Nelson Reading Achievement Test. This test was administered to both groups in the beginning of the school year and at the end of the year.

Group using W.O.C. Text

Nelson Achievement Test

<u>Students</u>	<u>Pre-Test Administered Sept. 1970</u>	<u>Post-Test Administered June 1971</u>
Donte Hinnant	5.8	6.3
Osker Kachrimanzade	5.7	6.6
Ronald Mann	5.5	8.2
Angel Morales	5.4	6.7
Juan Rodriguez	5.4	5.6
Luis Vega	4.6	5.2
Tom Vanocsky	6.3	8.7
Wiley Brown	4.5	5.0
Miguel Canales	5.2	6.1
James Gary	5.5	6.2
Russell Kidd	5.4	6.3
Marvin Jones	4.8	5.2
Anthony Nardone	5.2	9.2
Rocco Russomanno	3.2	6.2
Jose Curbello	5.7	7.0

Group not using W.O.C. Text  
control group

Adam Thomas	4.6	4.4
Ricky Austin	4.8	5.9
Dwayne Clark	6.4	8.3
Charles Hall	4.9	5.5
David Harrison	5.7	6.5
Anthony Pucillo	4.6	6.6
Paul Spiers	6.3	7.3
Kevin Wynn	5.3	6.0
Herbert Chinnea	5.2	8.5
Harold Cook	4.5	4.3
Darryl Hynes	4.9	6.5
Tony Robinson	6.6	8.8
Zollie Williams	5.3	6.4
Anthony Woodward	5.5	5.8
Modesto Ramos	5.0	5.6

MELSON READING TEST COMPARISON

GROUP AVERAGE

WEBSTER JR. HIGH SCHOOL 7th GRADE  
1970-1971

7

7

6

6

Pre-Test  
September 1970

Post-Test  
June 1971

5.35

5.13

6.57

6.42

5

----- Pilot Control Group

————— I.A.C.P. Group

4. Overall General Attendance - Since one may easily assume that even the most troublesome student will become bored with being bored in school by out-dated and out-moded subjects, then it can be as easily assumed that those students who cause trouble or are troublesome because they either don't comprehend the subject or are totally bored by its presentation will eventually be absent from school. This will show up in the absentee reports as well as the end of term absentee summaries. Likewise, the converse will also be true. If there is interest in a subject then attendance will improve.

This is not to say that all absences are due to this, but approximately  $\frac{1}{3}$  of all absences are.

For the first two marking periods or a 60 day period, extra careful research was made into the absentees each day from the groups involved in the project. Each time a student in either group was absent, each of his teachers was contacted to check on his possible "cutting". The results are as follows: "The group using the W.O.C. text has again shown that the program is of value and of interest to the students as they have had 50% less absences than the control group. There were 54 days of legitimate absences for the control group to only 26 legitimate absences for the group using the W.O.C. text".

5. Attitudes toward Learning - Unfortunatley this section is more or less strictly a subjective section, since attitudes or emotions cannot be accurately measured by professionals in this field, let alone a layman in psychology such as a teacher. Yet the control group, based on their actions in class over the course of the academic year, were more rebellious, less industrious, and generally lack the incentive to want to learn the material being presented. The group using the W.O.C. text on the other hand, acted infinitely better in these areas. The group using the text were quite capable of being left to their own devices, to do independent research and use the teacher as another resource rather than have the instructor do all of the work. This the control group could not conceivably do, even at the end of the year.
6. Student-Teacher Rapport - The control group has shown on numerous occasions that they tend to overly react to any situation major or minor. They were troublesome and hard to handle from the third day of class until the end of the school year, and they were infinitely more dependent upon the teacher as a source of direction and guidance than were the group using the W.O.C. text. The group using the W.O.C. book, after the initial marking period, began to look upon the teacher as an additional resource to clarify or explain that which they could not comprehend rather than as a direct source such as the book.

# DAILY ATTENDANCE

Group Comparison To

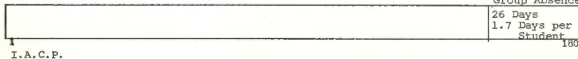
180 Day School Year

WEBSTER JR. HIGH SCHOOL 7th GRADE  
1970-1971

Cumulative Group  
Absences



Cumulative  
Group Absences



0 10 20 30 40 50 60 70 80 90 100 120 130 140 150 160 170 180

- As was stated previously, the group using the W.O.C. text were quite capable of doing and were doing indecendent study from the time class began until it ended - daily. They were learning, and they seemed to enjoy it.
7. Student Preparation - The students in the control group were, almost without exception, totally unprepared to perform even the most basic daily tasks like taking notes from the blackboard or taking tests. When homework was assigned it was seldom, if ever, turned in, and what was done, was never complete. This is due to many things, but the chief contributors were the students own lack of initiative and extremely poor working habits. The group using the W.O.C. text however, were almost unanimously ready, willing , and capable of performing not only the basic tasks, but the more refined and demanding tasks such as independent note taking.

Recommendations: As one who has taught this course, I have just one recommendation to make as an "inner-city" teacher. The text itself seems entirely too difficult for the average inner-city or culturally deprived child, to comorehend completely. Therefore, I believe that the context should be simplified to either a 5.5 or 6 grade reading achievement level, without sacrificing the content. Perhaps it might even be structured upwards toward a grade 7 level.

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